

# Professional Ethics And Teacher Effectiveness Of Teachers

Dr. M. Rajeshkumar<sup>1</sup>, Ms. A. V. Vasanthakumari<sup>2</sup>

<sup>1</sup>Assistant Professor Centre for Educational Research Madurai Kamaraj University Madurai.

<sup>2</sup>Research Scholar Centre for Educational Research Madurai Kamaraj University Madurai.

---

## Abstract

A nation is built by citizens and citizens are molded by teachers. Teachers are the real nation builders and educational institutions are the functional heads of all that goes to make the foundation of a nation strong. Schooling is of foundation formation for the students where their personality, behavior and character are being given a proper shape which determines the future course of life of the youths. In this context, the researcher planned to study the professional ethics and teacher effectiveness of school teachers. The normative survey method has been employed. The investigation has been confined to a representative sample of 250 school teachers. The findings of the study established that professional ethics is directly associated with teacher effectiveness.

**Keywords:** professional ethics, school teachers, teacher effectiveness

## Introduction

Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviour of its professional members. The ethical principle provides the base to differentiate between desirable and undesirable conduct behaviour. The code of professional ethics may be defined as a set of self-imposed professional ideas and principles necessary for the attainment of self-satisfaction and professional excellence (Neena Sawhney, 2015). Professional ethics refers to the principles, guidelines or norms of morality that a teacher has to follow in teaching professionals when dealing with students, parents, the community and higher authorities (Swamy & Harish, 2016).

The word 'teaching' can be defined as communication between the teacher and the taught as far as it is related to convey of the knowledge and guidance to the learners, to cover almost every aspect of education which the students are expected to learn from a teacher and which the teacher will teach them using all the teaching techniques and aids available to teach. This includes motivation, encouragement and character building of the students. A good teacher must understand every trait of each of his/her students to deal with them accordingly (Detlef R. Prozesky, 2000).

### **Professional Ethics**

Professional ethics is a term that encompasses the organizational and personal standards of behavior a professional individual is expected to possess. Professional ethics are guidelines of morality that a teacher has to follow during the teaching-learning process. Ethical principles are the foundation to differentiate between desirable and undesirable behavior. To sum up, we can say that professional ethics are valuable tactics that are enforced by teachers in relation to the students, colleagues and the community (David Carr, 2000).

### **Teacher Effectiveness**

It is theoretically impossible to measure a teacher's effectiveness by measuring only student achievement (Biddle & Ellana, 1964; Medley, Coker, & Soar, 1984). There is no scientific method of separating what and how much a pupil learned from the teacher, due to all other extraneous lists of traits attributed to the teacher (Sikora, 1997).

### **Need and Importance of the Study**

Teachers form an essential aspect of the Indian system of education. The teacher is accepted as the guide and philosopher, the man of higher ideals in molding the society (Surinder et al. 2015). They can develop the intellectual growth of the children effectively. The ideal character of teachers leaves an everlasting impression on the minds of their students. It is the teacher who can create a national perspective for understanding social and economic differences in the nation. Ethics is a science of discrimination between right and wrong. Conduct and character development should be an integral part of the teaching profession. Since teachers are the makers of history and it is these teachers who prepare the future responsible citizens of our country. The teachers of India should resolve to adopt the professional ethics of day-to-day dealings with those entire concerned. To make the student-teacher relationship sacred, worthy and productive, professional ethics is a must (Mercy Siwach, 2016). The most effective teaching is that which results in the most learning. Being taught by an effective teacher ultimately provides a positive impact on student achievement and makes them able to achieve their goals. Teachers can be an effective source of knowledge when they possess essential skills, knowledge and talents. Indeed, in a knowledge-driven society where information has an increasingly short shelf life, teachers need to focus on the long-term goal of preparing our students for life, equipping them with knowledge in abundance and developing their faculties for understanding, applying and creating knowledge. Thus professional ethics and teacher effectiveness of teachers are the most important topic of the day. A number of studies have been conducted in western countries to find out the various factors associated with teacher effectiveness. As far as the investigator knows only a few studies have been conducted in India. That is why, that the present study, therefore is a humble effort in this direction to throw light on the significance of professional ethics and teacher effectiveness of teachers. The present study is a valuable contribution to the process of improvement in education and will be of immense value for the teachers.

### **Statement of the Problem**

Teachers create effective classrooms and schools (Wong et al., 2014). Although there is much research on effective teaching, limited research has been done exploring practicing teachers' perceptions about how they define teacher effectiveness. To do this, we must explore what we believe the most effective teachers do to improve student achievement. The desire for a clearer understanding of what constitutes effective teaching and what aspects are most likely to make a positive impact on student learning has not diminished in recent years (Norman, 2010). According to Lehman (2012), Effective teachers have dispositions of enthusiasm, compassion, and of valuing hard work. A purposeful, focused enthusiasm for one's students, a belief in their potential, heartfelt compassion and the perseverance to work until students succeed are essential qualities necessary for students and teachers to thrive. Keeping in view the importance of professional ethics and Teacher effectiveness in the educational system, the investigator would like to throw light on the significance of professional ethics and Teacher effectiveness of School Teachers. By undertaking this problem study, the investigator can find the professional ethics of school teachers in relation to their teaching effectiveness. The problem conceived for the present study by the investigator is entitled: "**Professional Ethics and Teacher Effectiveness of School Teachers**".

### **Objectives**

1. To find out the level of professional ethics among school teachers
2. To find out the level of teacher effectiveness among school teachers
3. To find out the level of professional ethics and teacher effectiveness of higher secondary teachers with respect to the following background variables specifically Gender, Age group, Teaching experience, Locality, Subject and Type of management.
4. To find out the relationship between professional ethics and teacher effectiveness of school teachers.

### **Hypotheses**

1. The level of professional ethics in school teachers is low.
2. The level of teacher effectiveness of school teachers is high.
3. There is no significant difference in the professional ethics and teacher effectiveness of higher secondary teachers with respect to the following background variables specifically Gender, Age group, Teaching experience, Locality, Subject and Type of management.
4. There is no relationship between professional ethics and teacher effectiveness of school teachers.

### **Methodology**

The normative survey method has been adopted for the research purpose. The present investigation has been confined to a representative sample of 250 school teachers taken from higher secondary schools. A stratified random sampling technique has been employed for the selection of the sample. Two research tools have been administered for the study are the teachers' professional

ethics scale (TPES) Constructed and Standardized by Barjees Jilani (2014) and the Teacher Effectiveness Scale (TES) developed by Pramod Kumar and Mutha (1998).

### Analysis and Interpretation of Data

**Table-1 Professional Ethics of School Teachers**

Professional Ethics	Total number of teachers	Mean	SD
	250	224.55	30.94

The above table shows that the mean score of professional ethics of school teachers is 224.55 and the standard deviation is 30.94. Hence it is concluded that the professional ethics of school teachers is moderate.

**Table-2 Teacher Effectiveness of School teachers**

Teacher Effectiveness	Total number of teachers	Mean	SD
	250	260.22	24.69

The above table exhibits that the mean score of teacher effectiveness of school teachers is 260.22 and the standard deviation is 14.69 of among school teachers. The calculated mean of 260.22 is greater than the actual mean. Hence it is concluded that the teacher effectiveness of school teachers is high.

**Table-3 Significant Difference in the Professional Ethics of School teachers on the basis of Gender**

Gender	N	Mean	Standard deviation	t-value	Significant at 0.05 level
Male	156	226.97	22.04	2.88	Significant
Female	94	214.36	24.05		

Table exhibits the professional ethics of school teachers on the basis of gender. The calculated t-value is found to be 2.88 and it is greater than the table value of 1.96. Hence it is significant and concluded that male and female school teachers differ significantly in their professional ethics.

**Table-4 Significant Difference in the Professional Ethics of School teachers on the basis of locality**

Locality	N	Mean	Standard deviation	t-value	Significant level
Rural	190	218.91	27.65	4.98	Significant
Urban	60	214.69	26.93		

The table reveals the professional ethics of school teachers on the basis of the locality. The calculated t-value is found to be 4.98 and it is greater than the table value of 1.96. Hence it is significant and concluded that rural and urban school teachers differ significantly in their professional ethics.

**Table-5 Significant Difference in the Professional Ethics of School teachers on the basis of Age**

Age	Code	N	Mean	Standard deviation	F-value	Significant level
0-40yrs	A	106	212.88	22.42	6.74	Significant
40-50 yrs	B	98	225.99	27.82		
50 years and above	C	46	217.07	21.57		
Total		250	222.41	20.94		

The above table reveals the professional ethics of school teachers' professional ethics on the basis of teaching experience. The calculated F-value is found to be 6.74 and it is greater than the table value of 3.00. Hence it is significant and concluded that there is a significant variation among the school teachers based on their age in their professional ethics.

**Table-6 Significant difference in the professional ethics on the basis of teaching experience**

Teaching Experience	Code	N	Mean	Standard deviation	F-value	Significant level
0-5	A	83	221.48	27.08	6.03	Significant
6-10	B	76	225.62	28.65		
11-15	C	40	215.45	25.49		
16 & Above	D	51	228.07	27.97		
Total		250	222.41	20.94		

The above table shows the professional ethics of school teachers on the basis of teaching experience. The calculated F-value is found to be 6.03 and it is greater than the table value of 3.00. Hence it is significant and it is concluded that there is a significant variation among the school teachers in their professional ethics on the basis of teaching experience.

**Table-7 Significant Difference in the Professional Ethics of School teachers on the basis of subject**

Subject	Code	N	Mean	Standard deviation	F-value	Significant at 0.05 level
Arts	A	112	223.87	10.36	6.95	Significant
Science	B	100	224.94	12.57		

Commerce	C	38	225.55	20.28		
Total		250	232.41	20.94		

The table shows the professional ethics of school teachers on the basis of the subject. The calculated F-value is found to be 6.95 and it is greater than the table value of 3.00. Hence it is significant and it is concluded that there is a significant variation among arts, science and commerce subject school teachers in their professional ethics.

**Table-8 Significant difference in the professional ethics of school teachers on the basis of type of management**

Schools management	Code	N	Mean	Standard deviation	F-value	Significant at 0.05 level
Government	A	33	224.49	19.11	6.25	Significant
Aided	B	41	234.93	15.90		
Private	C	176	223.13	16.87		
Total		250	222.41	10.94		

Table reveals the professional ethics of school teachers on the basis of type of management. The calculated F-value is found to be 6.25 and it is greater than the table value of 3.00. Hence it is significant and it is concluded that there is a significant variation among government, aided and private school teachers in their professional ethics.

**Table-9 Significant Difference in the Teacher Effectiveness on the basis of Gender**

Gender	N	Mean	Standard deviation	t-value	Significant at 0.05 level
Male	156	262.75	24.62	5.23	Significant
Female	94	258.58	24.74		

The table shows the school teachers' teacher effectiveness on the basis of gender. The calculated t-value is found to be 5.23 and it is greater than the table value of 1.96. Hence it is significant and it is concluded that male and female school teachers differ significantly in their teaching effectiveness.

**Table-10 Significant difference in the teacher effectiveness on the basis of locality**

Locality	N	Mean	Standard deviation	t- value	Significant at 0.05 level
Rural	190	254.24	11.30	6.78	Significant
Urban	60	261.29	15.10		

The above table reveals the school teachers' teacher effectiveness on the basis of the locality. The calculated t-value is found to be 6.78 and it is greater than the table value of 1.96. Hence it is significant and it is concluded that the rural and urban school teachers differ significantly in their teaching effectiveness.

**Table-11 Significant difference in the teacher effectiveness on the basis of age group**

Age	Code	N	Mean	Standard deviation	F-value	Significant at 0.05 level
0-40 Years	A	106	261.46	24.77	6.12	Significant
41-50 Years	B	98	257.14	22.39		
50 & Above Years	C	46	261.44	25.16		
Total		250	261.14	24.69		

The table reveals the teacher effectiveness of school teachers on the basis of age. The calculated F-value is found to be 6.12 and it is greater than the table value of 3.00. Hence it is significant and it is concluded that there is a significant variation among the school teachers in their teaching effectiveness.

**Table-12 Significant difference in the teacher effectiveness on the basis of experience**

Experience in Years	Code	N	Mean	Standard deviation	F-value	Significant level
0-5	A	83	257.38	21.33	6.78	Significant
6-10	B	76	256.06	23.12		
11-15	C	40	261.28	24.54		
16 and above	D	51	263.16	25.76		
Total		250	261.14	24.69		

The table shows the teachers teaching effectiveness based on experience. The calculated F-value is found to be 6.78 and it is greater than the table value of 3.00. Hence it is significant and it is concluded that there is a significant variation among the school teachers in their teacher effectiveness based on experience as school teachers.

**Table-13 Significant difference in the teacher effectiveness on the basis of subject**

Subject	Code	N	Mean	Standard deviation	F-value	Significant at 0.05 level
Arts	A	112	260.51	22.75	3.09	Significant
Science	B	100	261.64	25.24		
Commerce	C	38	258.62	21.60		

Total	250	261.14	24.69		
-------	-----	--------	-------	--	--

The table shows the school teachers' teacher effectiveness on the basis of the subject. The F-value is found to be 3.09 and it is greater than the table value of 3.00. Hence it is significant and it is concluded that there is a significant variation among arts, science and commerce subject teachers in their teaching effectiveness.

**Table-14 Significant difference in the teacher effectiveness on the basis of type of management**

Type of management	Code	N	Mean	Standard deviation	F-value	Significant at 0.05 level
Government	A	33	255.83	20.66	5.11	Significant
Aided	B	41	261.71	22.13		
Private	C	176	260.23	23.71		
Total		250	261.14	24.69		

The table exhibits the school teachers' teacher effectiveness on the basis of types of management. The calculated F-value is found to be 5.11 and it is greater than the table value of 3.00. Hence it is significant and it is concluded that there is a significant variation among government, aided and private school teachers in their teaching effectiveness.

**Table-15 Relationship between professional ethics and teacher effectiveness of teachers**

Variable	N	'r' value	Levels of Significance
Professional Ethics	250	0.37	Significant
Teacher effectiveness			

It is found from the above table, that the coefficient of correlation between professional ethics and teacher effectiveness of school teachers is found to be 0.37 and it is significant. Thus, it is concluded that there is a significant correlation between professional ethics and teacher effectiveness of Teachers.

### Findings

- The professional ethics of school teachers are moderate.
- The teacher effectiveness of school teachers is high.
- Male and female school teachers differ significantly in their professional ethics.
- Rural and urban school teachers differ significantly in their professional ethics.
- There is a significant variation among the school teachers based on their age in their professional ethics.



- There is a significant variation among the school teachers in their professional ethics on the basis of teaching experience.
- There is a significant variation among arts, science and commerce subject school teachers in their professional ethics.
- There is a significant variation among government, aided and private school teachers in their professional ethics.
- Male and female school teachers differ significantly in their teacher effectiveness.
- Rural and urban school teachers differ significantly in their teacher effectiveness.
- There is a significant variation among the school teachers in their teacher effectiveness based on their age.
- There is a significant variation among the school teachers in their teacher effectiveness based on experience as school teachers.
- There is a significant variation among arts, science and commerce subject teachers in their teacher effectiveness.
- There is a significant variation among government, aided and private schools' teachers in their teacher effectiveness.
- There is a relationship between professional ethics and teacher effectiveness among school teachers.

## **Conclusion**

Professional ethics and teaching effectiveness are innovative demands to lead all-around development among teachers. Teachers having more ethics in their profession will be more effective in their teaching-learning processes. Ethical and effective teachers will contribute to shaping their students' attitudes and motivation toward learning might be the values espoused. Teachers at school levels should ensure the cognitive, intellectual and moral development of their students.

## **Suggestions**

The teachers of higher education need to be given orientation about the professional ethics and code conduct of teachers. Good ethical principles can contribute to good teaching skills. The curriculum for teachers should emphasize specific moral concepts and high standards of professional ethics. It is recommended that teachers should contribute their thoughts and awareness in the form of articles and research papers in various journals which should benefit the educational policymakers and authorities of higher education to add to their knowledge for further development. It is recommended that educational policymakers and administrators should organize the seminars, workshops and conferences at the district, state and national levels every year to make the school Teachers more aware about increasing their Teacher effectiveness skills to deal better not only with their students but also with their colleagues and higher authority as

well. Microteaching is one of the strategies which can be adopted in order to achieve teacher effectiveness.

## References

- Barjees Jeelani & R. Krishna Kumar, (2015). Teachers professional ethics scale (TPES) for higher secondary teachers: Construction and standardization. *International Journal of Multidisciplinary Research and Modern Education (IJMRME)*, 1 (1), 46-49.
- Biddle, B. I., & Ellena, W. J. (1964). *Contemporary research on teacher effectiveness*. New York: Holt, Rinehart & Winston.
- David Carr, (2000). *Professionalism and ethics in teaching (professional ethics)*. London, UK: Taylor & Francis Publishers, Ltd.
- Lehman, L. L. (2012). Lesson of the heart: An extra credit assignment. *Kappan*, 93, 52-53.
- Mercy Siwach. (2016). Professional Ethics in Teaching Profession. *International Journal of Science Technology and Management*, 5(8), 737-741.
- Neena Sawhney. (2015). Professional Ethics and Commitment In Teacher Education. Retrieved from: [https://www.researchgate.net/publication/277632176\\_professional\\_ethics\\_and\\_commitment\\_in\\_teacher\\_education](https://www.researchgate.net/publication/277632176_professional_ethics_and_commitment_in_teacher_education).
- Norman, A. D. (2010). Assessing accomplished teaching: Good strides, great challenges. *Theory into Practice*, 49(3), 203-212.
- Pramod Kumar & D. N. Mutha, (1976). *Manual for teacher effectiveness scale (TES)*. National Psychological Corporation, Kacherighat, Agra, India.
- Prozesky D. R. (2000). Communication and effective teaching. *Community eye health*, 13(35), 44-45.
- Sikora, D. A. (1997). *Observable teaching effectiveness and personality types of family and consumer science teachers*. Unpublished doctoral dissertation, University of Tennessee, Knoxville.
- Surinder Jit Kaur., Yogesh Sharma., Anshu Mathur. (2015). *New Trends in Education*. Renu Publishers, New Delhi.
- Swamy, S. K & Harish, R. (2016). Professional code of ethics for teachers. *International Journal of Applied Research*, 2(7), 6-10.
- Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The classroom management book: Turn classroom chaos into student achievement. We will show you how—overnight*. Mountain View, CA: Harry K. Wong Publications.